**24) The best way to teach is to praise positive actions and ignore negative ones.**

Write a response in which you discuss the extent to which you agree or disagree with the statement and explain your reasoning for the position you take. In developing and supporting your position, you should consider ways in which the statement might or might not hold true and explain how these considerations shape your position.

1. 承认:表扬是好的。 学生在学习中，会用各种方法展示自己的成就，以增强自信和让人羡慕。教师及时的恰到好处的赞扬，会让学生有一种被肯定、被发现的喜悦，这种心理上的满足会化为强劲的动力，促使他们继续前进，达到精益求精的要求。举例，东京大学的研究， 发现经常受到鼓励的孩子表现好，成绩好，有成就，并且更积极的学习。

2. 但是，过多的表扬会失去作用。长期的表扬造成骄傲 ，看不到他人的优点，以为自己最好。 适度的批评是有利的。A 了解什么是错误的，下次不再犯 同样的错误 B 从小经历挫折，有助于建立健康的心理。 而过度的批评 Excessive critic is m usually arouses animosity and confrontation, which will eventually block development.

3. 最好是表扬和批评达到平衡。

Is that true that praise play a significant role in education? I bet your answer is yes. However, do you agree educators always praise students and overlook their negative actions? People’s opinions mainly fall into two categories, and I tagged them as the ‘praise first’ oriented and the ‘balance first’ oriented. The ‘praise first’ supporters assert praising is beneficial to heighten the students’ confidence. Meanwhile, the ‘balance first’ believers insist that too much praise would lend to be over-confident. Both sides justify themselves with sound reasons. From my perspective, in most cases, I would suggest educator, employer and parent not always praise students but help them face their advantages and disadvantages.

The ‘praise first’ supporters might argue that the recommendation that parents, teachers and employers praise positive actions has many advantages. First, for parents, children can be motivated by receiving praise and tend to stick at things for longer simply because they enjoy doing them. When children feel they can achieve their goals, they feel good about themselves which benefits their mental health and wellbeing. Moreover, some students have a distressing mindset about their own intelligence. Offering praise for students' work and efforts can alter this mindset so that students can begin to view their own intelligence as something that can be developed. Praise has the ability to improve student academic or behavioral performance—but only if the student finds it reinforcing. Last but not least, similarly, for Employers, praise could help them be creative and inspire them to explore the truth and promote innovation. In sum, praise for positive actions is fundamentally sound advice.

Nevertheless, the ‘balance first’ believers could also cite some drawbacks of over-praise, since the ‘praise first’ supporters’ opinions overlooks circumstances under which praise might be inappropriate, as well as ignoring the beneficial value of constructive criticism, and sometimes even punishment. A good case in hand is the problem with many parents hoping to boost their child’s self-esteem isn’t that they’re praising; it’s that they’re overpraising. Too often in today’s competitive world, we focus on children’s “greatness” defining who they are and making exaggerated statements that fail to reflect their true abilities. According to lead researcher of the Stanford Study Prof. Carol S. Zweck, statements like, "'You're great, you're amazing' are not helpful, because later on, when children don't get it right or don't do it perfectly, they'll think they aren't so great or amazing." Ultimately, while recommending praise for positive actions is fundamentally sound advice, this advice should carry with it certain caveats.

Furthermore, extrinsic rewards are generally effective for short-term goals only, and can often distract individuals from fully learning or understanding the subject at hand. According to a study by psychologist Edward Deci, he divided college students in two different groups, and asked them to complete a puzzle. One group was paid, and the other was not. Deci found that the paid group did not continue to solve the puzzle once the experiment ended, whereas the unpaid group continued. He argued that receiving a monetary or extrinsic reward can reduce intrinsic interest, or even prevent students from forming intrinsic interest altogether. In conclusion, praise doesn’t always work out and an educator, employer, or parent should consider whether they should praise based on the specific person.

**52) The best way to teach is to praise positive actions and ignore negative ones.**

Write a response in which you discuss the extent to which you agree or disagree with the recommendation and explain your reasoning for the position you take. In developing and supporting your position, describe specific circumstances in which adopting the recommendation would or would not be advantageous and explain how these examples shape your position.

**29) The best way to teach—whether as an educator, employer, or parent—is to praise positive actions and ignore negative ones.**

Write a response in which you discuss the extent to which you agree or disagree with the claim. In developing and supporting your position, be sure to address the most compelling reasons and/or examples that could be used to challenge your position.